

JOB DESCRIPTION

Title	School Counsellor	Career Group	Counselling
Classification Level	6.1	Immediate Responsible Officers	Director of Counselling & Family Therapy
Sub-school	Salisbury East	Executive Leader	Principal

PURPOSE OF THE POSITION

The School Counsellor, under the guidance of the Director of Counselling & Family Therapy, will provide counselling support to the student body and provide associated services to the wider school community, for example parents and staff in relation to student issues. While all work is carried out under the guidance of the Director of Counselling & Family Therapy, it is expected that the School Counsellor will have the knowledge and skills to be able to perform their duties independently, working in collaboration with the Wellbeing Team.

ADDITIONAL REPORTING RELATIONSHIPS

In the absence of the Director of Counselling & Family Therapy, the School Counsellor reports to the Campus Principal or their delegate.

A CHRISTIAN EXAMPLE

Each employee is required, in connection with their work, to behave in a manner consistent with the principles and beliefs and in accordance with the Christian ethos of the School, as contained and interpreted in the Vision, Mission, Core Purpose, Statement of Faith and Core Values. They provide a specifically Christian role model and example:

- to all students and families associated with the School, as well as others outside the School community;
- of a faith-filled and Christ-centered life;
- performing their role diligently and with a servant heart; and
- showing that the body of Christ has many parts, and each part has a role to play that other parts are dependent upon, just as each employee is dependent upon others.

In their interactions with students, parents, other staff, contractors and visitors, employees will be sensitive to the needs and circumstances of others, showing grace and forgiveness, and always being prepared to speak or act as an example of a follower of Christ.

SUMMARY OF WORK REQUIREMENTS

1. Responsible for the counselling of students, which will include but not limited to:
 - a. Discussions concerning family issues, friendship/relationships, self-harm, anger, abuse, drugs, sexuality, identity and suicide;
 - b. Site visits as deemed necessary e.g.: with Family Support Coordinators, Hospital or Headspace;
 - c. Being an advocate for students when required; and
 - d. Participating in school excursions and camps.
2. Assist in the management of a holistic approach to complex issues
 - a. Work with school leadership, educators, support providers and families;
 - b. Seek external advice and recommendations as required, such as CAMHS, GP's, Relationships Australia, specialised counsellors or drug support;
 - c. In consultation with the Director of Counselling and Family Therapy, provide advice and escalate cases as required to school leadership;



- d. In consultation with the Director of Counselling & Family Therapy, disseminate information about counselling issues to school leaders e.g. procedures required in cases of sexual abuse; and
- e. Collaborate with Multi-Disciplinary Team meeting
- 3. Contribute to the development and implementation of school wide counselling strategies under the guidance of the Director of Counselling & Family Therapy:
 - a. Develop, maintain and execute project work as required by the Director of Counselling & Family Therapy e.g. provide a briefing on stress related issues in the teaching profession.
- 4. Contribute to and promote a safe and healthy workplace by:
 - a. Following WHS instructions and policies;
 - b. Reporting accidents and hazards and taking measures to address or escalate risks;
 - c. Generally caring for their own safety and others, including volunteers, students and suppliers, that may possibly be affected by actions or inaction; and
 - d. Actively participating in rehabilitation and return-to-work programs.
- 5. Attend professional development and training required by the School, and actively seek opportunities to increase knowledge, experience and skills held.
- 6. Being part of group or individual Supervision by a registered Counselling Supervisor.
- 7. Attendance at team meetings, promotion of volunteering and where appropriate opportunities present, becoming involved in the life of the School, including involvement in School events.

ESSENTIAL CRITERIA

Attributes that must be held in order to perform the job to a satisfactory standard.

Qualifications, education and professional memberships

- 1. Have the relevant qualifications required to undertake counselling work
- 2. Bachelor of Social Science (or equivalent)
- 3. To understand and practice legislative requirements
- 4. Responding to Abuse & Neglect in Education and Care training
- 5. Working with Children Check

Abilities, aptitudes and skills

- 1. Good written and verbal communication skills
- 2. Ability to perform routine assignment tasks effectively, either independently or in a team environment.
- 3. Ability to research, synthesis, create and deliver information sessions on counselling topics as required.
- 4. Ability to work with teaching staff members to support the learning goals for individuals or groups of students.
- 5. To administer counselling in the context of the School's Christian beliefs
- 6. To communicate information to stakeholders, within counselling guidelines
- 7. Maintain good relations with members of the school community

Experience

- 1. Has a range of counselling experiences, mainly but not limited to young people
- 2. Working with external support providers to provide good outcomes for individuals

Knowledge

- 1. Be aware and practice the duty of care required by counsellors
- 2. Be aware and practice the ethics required by counsellors
- 3. Engage in the good practices required by a professional counsellor.

DESIRABLE CRITERIA

Attributes which are not essential to job performance, but which enhance or extend performance.

Qualifications, education and professional memberships

- 1. Master level qualification in the counselling field



2. Be a member of a professional body such as PACFA, ACAPS
Abilities, aptitudes and skills
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Experience
1. Experienced in counselling in education, and within a Christian context. 2. Experienced in social work/community engagement
Knowledge
1. Areas of expertise on specific topics

AGREEMENT

The requirements of this job description are intended to describe the general nature and responsibility of work in this job. These statements are not to be construed as an exhaustive list of all duties, tasks and skills required of the job. This job description should be read in conjunction with the employee's current Employment Agreement and the Enterprise Agreement. Employees will also be required to follow any other job-related instructions and school policies, and to perform other job-related duties requested by their Immediate Responsible Officer and their Executive Leader to support the School's compliance with its legislative obligations. The Immediate Responsible Officer may, through consultation with the employee, vary the responsibilities of the position temporarily as required, but within the skills and responsibility levels appropriate to the position.

By signing this job description, I agree that it accurately reflects my role.

EMPLOYEE:	<i>Date</i>
NAME:	
IMMEDIATE RESPONSIBLE OFFICER:	<i>Date</i>
NAME:	
EXECUTIVE LEADER:	<i>Date</i>
NAME:	